

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Darrick Wood School
Number of pupils in school	1722 (October 2022)
Proportion (%) of pupil premium eligible pupils	13.6% (October 2022)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Dr M J Airey
Pupil premium lead	Ms C Wilson-Hooper
Governor / Trustee lead	Mrs K Morris

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,510 (expected 2022-23)
Recovery premium funding allocation this academic year	£50,508 (expected 2022-23)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£214,018

# Part A: Pupil premium strategy plan

## Statement of intent

Students at Darrick Wood School, including disadvantaged students, will have the opportunity to experience and engage with a broad and balanced curriculum from Year 7. Teaching, learning and extra-curricular activities will provide opportunities to develop skills and values which, alongside the achievement of appropriate qualifications, will equip them for life.

Our current strategy works towards achieving this by focusing on CPD for staff, targeted provision for students and enhancing the wider opportunities that are available at school. The key principles are to use Pupil Premium funding to increase staff time and expertise across both teaching and associate staff, to ensure that teaching, learning and extra-curricular provision are enhanced.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Achievement – as a group, students who are eligible for the Pupil Premium have lower levels of attainment and progress compared to students not eligible for the Pupil Premium
2	Attendance – as a group, students who are eligible for the Pupil Premium have a lower attendance rate to school than students not eligible for Pupil Premium
3	Participation/engagement in wider school life – historically (i.e. before 2020), fewer students who are eligible for Pupil Premium participate in extra-curricular activities (clubs, teams, visits etc.)

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

**Note from October 2022** – with formal public examinations now back in place, the decision has been taken to continue with the current strategy plan into the academic year 2023-24.

Intended outcome	Success criteria
<i>Although these outcomes relate to students once they reach the end of Year 11, strategies are used throughout Years 7 - 11</i>	
Improved Progress 8 figure for students eligible for the Pupil Premium in Year 11	Positive figure in line with DWS whole school figure
Improved Attainment 8 figure for students eligible for the Pupil Premium in Year 11	Achieve a figure of 45
Improved percentage of Grade 5+ in English and maths	Achieve a figure of 30%
Improved attendance rates	Absence rates and persistent absence rates in line with DWS whole school figure
Improved engagement with wider school activities	Engagement figures for students with Pupil Premium in line with DWS year group figures

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD programme for teaching staff in across the year 2022-23 focusing on the strategy of "Evidence informed improvements in teaching and learning." CPD sessions will focus on practical strategies for the classroom	EEF toolkit strategies: <ul style="list-style-type: none"> <li>- Feedback</li> <li>- Homework</li> <li>- Collaborative learning approaches</li> <li>- Engagement with and assessment of learning</li> </ul>	1
High quality teaching supported by enhanced provision and personalised curriculum structures with additional teaching groups as needed. CPD and Leadership Meetings will focus on curriculum development in 2022-23.	EEF toolkit strategies: <ul style="list-style-type: none"> <li>- Reducing class size</li> <li>- Small group tuition</li> <li>- One-to-one tutoring</li> </ul>	1
Improved staff use and student use of Microsoft Teams for teaching, resource sharing and homework/assessments	Funding is used to resolve the practical issues surrounding lack of access to technology	1

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase specialist HLTA provision of targeted interventions and increase the roles available as "LSA Champions" to lead specific	EEF Toolkit <ul style="list-style-type: none"> <li>- Behaviour interventions</li> <li>- Mentoring</li> <li>- One to one tuition</li> </ul>	1

interventions. Increase staff of SaLT strategies.	- Reading intervention strategies	
Increase LSA provision to support specific curriculum provision for targeted students	EEF Toolkit - Teaching Assistant Interventions	1

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased access to pastoral care by increasing time available for pastoral staff to support wellbeing and attendance. Specific strategy of recruiting an Attendance Officer to support work on improving attendance and reducing persistent absence.	EEF Toolkit - Behaviour interventions - Mentoring  Funding is used to provide additional free periods to pastoral staff and additional pastoral staff in Years 8, 9 and 10 and to provide non-teaching Behaviour Support	2
Increase access to pastoral care to support improved attendance through parental engagement and attendance interventions	EEF Toolkit - Parental engagement  Funding is used to provide additional free periods to pastoral staff and additional pastoral staff in Years 8, 9 and 10. Support from newly appointed Attendance Officer.	2
Increase opportunities for students to be involved in extra-curricular activities, particularly sports – aiming to build back towards the provision we offered two years ago as per SDP strategy “Curricular and extra-curricular developments”. Funding to support access to facilities at lunchtime as well as after school.	EEF Toolkit - Physical activity  Funding is used to provide a wider range of after school activities and to fund participation in paid-for extra-curricular provision eg music tuition and trips/visits	3

**Total budgeted cost: £220,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

In Year 11 2021-22 there were 31 pupils eligible for the Pupil Premium. 45% of PP pupils achieved grade 4+ in English and Maths with 23% achieving grade 5+ (the figures for non-disadvantaged pupils in England were 76% and 57% respectively). Pupils eligible for the Pupil Premium in Year 11 achieved an Attainment8 score of 37.9 in 2022 results against a score of 52.6 for non-disadvantaged pupils in England. 48% of disadvantaged pupils in Year 11 were entered for the EBACC compared to 43% of non-disadvantaged pupils in England. The average EBACC APS was 3.39 compared to an EBACC APS for non-disadvantaged pupils in England of 4.65. The Progress8 figure for pupils eligible for the Pupil Premium was -1.18 compared to a figure of 0.15 for non-disadvantaged pupils in England.

National pupil attendance/absence data is not currently available for 2021-22. In school data showed that for the year 2021-22, pupils eligible for the Pupil Premium had an overall attendance rate of 88.8% compared to a rate of 93.2% for non-disadvantaged pupils with lower rates for pupil premium pupils in each year group.

The extent of extra curricular activities that took place during 2021-22 ensured an increased take up, in particular in Key Stage 3 in sports activities. Funding was also used to increase participation in trips and visits including a Year 8 trip to Sayers Croft in July 2022.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider